Job Burnout & Job Satisfaction in Relation To Organizational Culture
-A Review Paper

Ms. Tejbir Kaur,
Research Scholar, Punjab Technical University, Kapurthal

Sayeeduz Zafar,
Professor & Chairman – HRM, Dar-Al Ulom University Ministry of Higher Education, Riyadh 133314 – 7222, KSA.

Abstract

Considering Higher education as one of the Key Indicator in the development of each country, which is possible by material and intellectual investment on higher education; it becomes of utmost importance to study the type of organizational culture prevailing in private as well as public Universities in that Country. In the present era, wherein every individual is working under severe pressure and target oriented Culture, Our Educators are also not left from this stressed life and this prolonged stress has emerged as ‘Job Burnout’. This Paper is targeted to find out the relationship between Job Burnout and Job Satisfaction in relation to Organization Culture by doing comprehensive review of present literature on the Variables under Study. In the end, Findings have been discussed and Conclusion being drawn.

Key words: Organization Culture, Job Burnout, Job satisfaction

1. INTRODUCTION

1.1 Job Burnout:

According to Poe and Scheer, (1981) & Sloan (1982), Job burnout means negative mental feelings to the job, such as boredom, and physical exhaustion generating helplessness. Franzcp (2008) explained the relationship between them by referring to the studies of Farber (1983): ‘Burnout is the consequence of being stressed at work over a protracted period’. Cordes and Dougherty (1993) have similar definition about job burnout and job stress that job burnout is a unique type of stress syndrome. The well-recognized definition of job burnout comes from Maslach et al (2001) He explain burnout as engagement erosion: “important, meaningful, and challenging work becomes unpleasant, unfulfilling, and meaningless, energy turns into exhaustion, involvement turns into cynicism, and efficacy turns into ineffectiveness”. Maslach et al. (2001) considered three main components for burnout:

Emotional Exhaustion: It is the main factor for burnout and the most distinct level of burnout symptoms. This dimension of burnout signifies the basic response to stress. In fact, emotional exhaustion is a requisite dimension for definition of burnout and without this dimension burnout concept may be incomplete (Maslach, 1981).

Depersonalization (Cynicism): Depersonalization denotes non- emotional irrelevant and hostile responses to referent people (service receivers) and colleagues etc. with burnout syndrome of negative emotions and attitudes followed by others’ reprimand (Maslach and Jackson, 1981).

Individual Inefficacy (Personal failure): The relationship among individual efficacy is relatively more complicated with two other burnout dimensions. In some studies, it seems that dimension of individual inefficacy is the outcome for two other dimensions of burnout but in some other cases, this assumption has not been approved while it emphasizes that such elements grow in parallel and along with each other instead of placement as a chain side by side of others. In other words, individual efficacy stands for sense of adequacy and successful advance in working with other individuals (Maslach, 1981).
1.2 Job Satisfaction:
The job satisfaction of employees occupies the important place in the list of main concerns of human resource management department. The reason of this importance is twofold. On one side it helps in retaining the employees and on the other side it raises their performance level. According to Hoppock (1935) job satisfaction is “any combination of psychological, physiological, and environmental circumstances that causes a person to say, “I am satisfied with my job.”

Schneider et al. (1975) defined job satisfaction “as a personal evaluation of conditions present in the job or outcomes that arise as a result of having job”. Further, they explain that job satisfaction has to do with individual’s perceptions and evaluation of his job and this perception is influenced by the person’s unique circumstances like needs, values and expectations. Locke (1976) defines job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience”. Bhatti and Qureshi (2007) noted that job satisfaction leads to productivity through bringing high quality motivation and through enhancing working capabilities of employees.

1.3 Organization Culture:
According to Joan (1992), “Organizational culture has received extraordinary attention ever since the concept was proposed by American scholars in 1980’s. By contrast with the management practice in Japanese companies, the concept of organizational culture was proposed and related theories were developed. The academia and managerial practitioners have reached the consensus that organizational culture is the core competency for an organization. It will impact effectiveness or performance of the individuals, the groups and the whole organization.

Robbins (2000) postulated that culture, as a concept, has had a long and chequered history. In the last decade, it has been used by some organizational researchers and managers to indicate the climate and practices that organizations develop around their handling of people or to refer to the espoused values and credo of an organization. Aswthappa (2003) referred to culture as a complex whole which includes knowledge, belief, art, morals, law, custom, and other capabilities and habits acquired by man in a society. Some researchers state that organizational culture refers to a system of shared meaning held by members that distinguish one organization from other organizations.

2. OBJECTIVE & RATIONALE OF THE STUDY:
Ø To study the relationship of Job Burnout and Job satisfaction in relation to organization Culture among teaching fraternity.

Issues related to the work environment are likely to impact perception of staff about their job and it becomes important to check whether they experience burnout. An important job factor, which received little attention, is whether teachers are working in the public or private sector. Hence it seemed worthwhile to study for differences or similarities in relation to either burnout and/or job satisfaction specifically in education sector and do comparative analysis of public vs. private universities hence aim of this study is to investigate the relationship between organizational culture, job burnout and Job satisfaction of Teaching fraternity in the public & private Universities.

3. REVIEW OF LITERATURE
There are many studies which determine the impact of Organization Culture on Job satisfaction of employees. Behzadi et al. (2012) found no significant relationship between organization culture & job satisfaction among physical education office staff of Mazandaran Province. Mansor (2012) in his dissertation on accounting firms indicated that overall job satisfaction and burnout have significant effects on turnover intention while organizational culture does not have any significant relationship with turnover intention.

Pirzada et al. (2011) in their study on university teachers of Lahore states that a supportive organizational culture of higher education institutes would play its role in two dimensions. On one hand it would raise the satisfaction level of teachers which may be helpful for teachers to give good performance. On other hand when students would observe cooperation and mutual trust among
teachers and between teachers community and management they would try to behave in the same manner after joining their professions.

Mansoor and Tayib (2010) in their study on indirect tax administration in Malaysia observed strong positive impact of organizational culture on the job satisfaction. Aoms and Weathington (2008) in their study on teaching Fraternity of University of Tennessee at Chattanooga argued that the organization with strong and suitable culture positively affects not only the satisfaction of the employees but also the job commitment of the employees with the organization.

Chang and Lee (2007) in their research on business professionals in Taiwan emphasized over the group oriented culture in the organization for raising the employees’ job satisfaction. However, they find a positive relationship between the culture of the organization and job satisfaction. Siegall and McDonald (2004) in their research on One-hundred-thirty-five university faculties of California State University found that burnout was associated with less time spent on teaching, service/administrative tasks, and professional development activities. To a lesser extent, burnout was associated with spending more time on non-work activities.

Hakan (2004) explored issues of burnout and job satisfaction among special school head teachers and teachers in Turkey. Results indicated that special school head teachers felt less personal accomplishment than special school teachers. However, there were no significant differences between head teachers and teachers on two burnout dimensions, namely emotional exhaustion and depersonalization, and job satisfaction. Some other researchers in their study on health care Industry found that Culture, overall, played a lesser role than hypothesized. However, a cultural emphasis on quality played a key role in both quality outcomes. Further, we found that stressed, burned out, and dissatisfied physicians do report a greater likelihood of making errors and more frequent instance of suboptimal patient care.

One researcher developed a model of organizational culture and effectiveness based on four traits of organizational cultures; involvement, consistency, adaptability, and mission by using an exploratory analysis of CEO perceptions of these four traits and their relation to subjective and objective measures of effectiveness in a sample of 764 organizations in united states. The results show that each of the four traits were also significant predictors of other effectiveness criteria such as quality, employee satisfaction, and overall performance.

Fey and Denison (2003) applied their study further to Russian cases by applying model of organizational culture developed in the United States by using survey data on 179 foreign-owned firms operating in Russia and comparing the results to those obtained for firms in the United States. The results indicated that effectiveness in Russia relies more on adaptability and flexibility than it does in the United States.

Zamini et al. (2011) in their research on professors & employees of university of Tabraiz found significant difference between the job burnout of professors and employees similar to men and women. Lund (2003) made an empirical study of the impact of organizational culture types on job satisfaction in a survey of employed and contracted physicians in the American firms and found that “managing” organizational culture is an important building block for reinforcing positive physician attitudes and preferences which ultimately leads to their overall satisfaction.

Jiang and Klein (2000) in their research on 500 randomly selected Information system personnel from the roster of the American Institute for Technology Professionals (AITP) in the United States argued that supportive culture of the organization increases the satisfaction level of the employees and decreases the turnover ratios from the organization.

Many studies are available in which the relationship of Organization Culture with Job Burnout of employees has been discussed. Maslach, Schaufeli, & Leiter, (2001) declared that in one hand job burnout is caused by emotional and physical fatigue syndrome. On the other hand, burnout is the result of increasing negative trends of job and decreasing interest to colleagues. Several factors are effective in creating job burnout that includes environmental factors, individual factors and organizational factors. The findings also illustrated that there was a significant relationship between organizational culture, and job burnout among employees.
Fenech (2006) has given their views that this premise holds for a variety of employees, including qualified educational staff. Indeed, educators’ well-being has serious implication for the quality of the education they provide. Satisfied teachers expected to hold their jobs longer, to be able to engage in more responsive, positive and consistent interaction with children, and to influence positively students’ performance.

As far as early educators are concerned Fenech (2006) reported poor work conditions, low salaries, heavy workloads, unrealistic expectations from managers, low professional status, organizational conflict, and reduced autonomy in them. It is considered to be the final step of prolonged and extensive exposure to job related stress. Initially research on burnout focused on human services and education where employees work intensively with other people.

However, later on it expanded to a variety of other occupations, such as managers or computer programmers as well as non-occupational areas of life (e.g., athletic sports, political activism). Maslach et al. (1996) in the book, The Truth about Burnout, reported that teachers have the highest level of emotional exhaustion, whereas the other two components are close to average. Brouwers and Tomic (2000) in their research on secondary school teachers indicated that Burned-out educators are unable to deal successfully with the overwhelming emotional stress of teaching. Although burnout has been conceptualized as a three dimension syndrome, several authors seem to agree that emotional exhaustion subscale is the essential component of burnout (Rohland et al., 2004; Shirom and Ezrachi, 2003). The other two dimensions, namely depersonalization and diminished personal accomplishment are regarded as different, but theoretically related variables, which accompany emotional exhaustion (Shirom and Ezrachi, 2003). The existing body of literature on early educators’ burnout show ambiguous evidence.

Also Maslach (1999) claimed that job factors are more strongly associated to burnout than personality or back ground characteristics. Care (2010) studied that Job dissatisfaction, stress and burnout are linked to high rates of nurses leaving the profession, poor morale and poor patient outcomes. The study resulted that factors affecting job stress and burnout were due to interpersonal relationships with physicians, patient care activities, violence and abuse from patients, organizational factors and a lack of access to ongoing education. Azeem (2008) investigated the levels of job burnout among 300 university teachers including Lecturers, Readers and Professors. Using Maslach’s Burnout Inventory-Educator's Survey, the results indicated that lecturers have high level of emotional exhaustion and are found to be significantly different on emotional exhaustion from professors and readers. Readers show less emotional exhaustion as compared to lecturers but high emotional exhaustion as compared to professors. Readers are not found to be significantly different from professors. The three groups are not found to be significantly different on depersonalization and personal accomplishment.

4. FINDINGS & DISCUSSION:-

- Job burnout varies on its three dimensions i.e Emotional exhaustion, Depersonalization and Individual Efficacy in terms of designation of teaching Fraternity hence comprehensive primary study need to be conducted to find out the level of Burnout Amongst Professors and Lecturers which could further be analyzed on the basis of various demographic factors such as Experience, Age, Gender, Qualification etc.
- Many studies indicate that Job burnout has direct impact on Overall Job Satisfaction of Workers in various Professions which further leads to their intention to quit the job.
- Some researchers say that Job Burnout Dimensions varies in Public and Private Universities hence it will be interesting to conduct a Comparative Primary study in Public and Private Universities.
- Review of Literature also indicates that Organization Culture has impact on employee’s overall attitude formation which eventually affects their job satisfaction.
- Prolonged stress leads to Job Burnout and Burned-out educators are unable to deal successfully with the irresistible emotional stress of teaching and coping with other non teaching tasks involved in the profession.
In a study conducted on job burnout among 300 university teachers including Lecturers, Readers and Professors using Maslach’s Burnout Inventory-Educator's Survey, the results indicated that lecturers have high level of emotional exhaustion and are found to be significantly different on emotional exhaustion from Professors and Readers. Readers show less emotional exhaustion as compared to lecturers but high emotional exhaustion as compared to professors. Readers are not found to be significantly different from professors in terms of depersonalization.

5. CONCLUSION:
Certainly, work has become an essential part in people’s life. Apart from the fact that it occupies major portion of one’s time, it also provides the financial basis of people’s modern lifestyles. Thus, it becomes important for employees that their job should be interesting and must lead to their overall satisfaction. As Higher education acts as one of the Key Indicator in the development of every country hence satisfied and stress free educators are required to build future budding professionals. Job Satisfaction of educators also depends upon the type of Culture of Educational Institutes in which they are teaching. Satisfied teachers can hold their jobs longer, will be able to engage in more responsive, positive and consistent interaction with students, and will influence positively student’s performance in becoming employable on one hand and better citizens on the other.

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